DOCUMENT RESUME

ED 466 074 EC 309 043

AUTHOR	McKnab, Paul
TITLE	Special Education Personnel Attrition in Kansas for the School Years of 2000-01 to 2001-02.
INSTITUTION	Emporia State Univ., KS.
SPONS AGENCY	Kansas State Dept. of Education, Topeka.
PUB DATE	2002-02-21
NOTE	37p.; Submitted to Student Support Services section of the Kansas State Department of Education to support the Comprehensive System of Personnel Development activities of Kansas. Prepared under coordination of Southeast Kansas Education Service Center.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Special Education Teachers; Tables (Data); *Teacher Burnout; *Teacher Employment; *Teacher Persistence; Teacher Recruitment; Teacher Retirement; Teacher Shortage; Teacher Supply and Demand; Trend Analysis
IDENTIFIERS	*Kansas

ABSTRACT

This report contains data on three facets of special education attrition in Kansas. First, the report documents attrition information for special education personnel who were employed during the 2000-2001 school year (SY) but who did not return to a special education position in Kansas for the 2001-02 SY. Second, attrition rates for special education personnel within each district that employed 10 or more special education personnel for 2000-01 were calculated. Third, those personnel who stayed in special education but moved to a different district in Kansas were identified. Sixteen tables provide an historical and current perspective on the employment and attrition of special education personnel in Kansas. This report summarizes attrition data beginning in 1976-1977 through the 2001-02 SY. Results from the data indicate more personnel were employed in special education during the 2000-01 SY than at any previous time. From the 7,618 personnel employed during 2000-01 SY, 844 personnel did not return to special education for the 2001-02 SY, for an attrition rate of 11.1 percent. For the individual school districts, attrition rates ranged from 30 to zero percent. In addition to the 844 personnel who left, 263 personnel stayed in special education but moved to different districts. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 074

Special Education Personnel Attrition in Kansas for the School Years of 2000-01 to 2001-02

Paul McKnab, Ed.D.

Department of Psychology and Special Education

Emporia State University

February 21, 2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

P. McKnab

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

EC 309043

This report would not be possible without the help of other individuals. I want to recognize the continuing, annual special assistance of Mary Stattelman, a data control technician with the Student Support Services area of the Kansas State Department of Education. Mary provides all of the data in a format I can process and analyze and alerts me to important changes that occur from year to year. Deborah Mulsow, Office Supervisor in the Teachers College Word Processing Center, takes my spreadsheet data and types the tables. Dale Brown, director, and Ted Gray, outreach coordinator, of the Kansas Recruitment and Retention Program serve as technical consultants to the research.

The report is submitted to the Student Support Services section of the Kansas State Department of Education to support the Comprehensive System of Personnel Development activities of Kansas. It was prepared under the coordination of the Southeast Kansas Education Service Center. All opinions are those of the author.

Attrition of Special Education Personnel in Kansas for
School Years 2000-01 to 2001-02

The report contains data on three facets of special education attrition in Kansas. First, the report documents attrition information for special education personnel who were employed during the 2000-01 school year but who did not return to a special education position in Kansas for the 2001-02 school year. These individuals are referred to as leavers. Second, attrition rates for special education personnel within each district that employed 10 or more special education personnel for 2000-01 were calculated. Third, those personnel who stayed in special education but moved to a different district in Kansas were identified. These individuals are referred to as movers.

Sixteen tables provide a historical and current perspective on the employment and attrition of special education personnel in Kansas. This report summarizes attrition data beginning in 1976-1977, the first school year after the passage of PL 94-142, and continues to those who were employed during the 2000-01 who did not return for the 2001-02 school year.

The tables were prepared using data provided by the Kansas State Department of Education (KSDE). The basic procedure to analyze the data was to computer-match social security numbers for personnel from the two comparison years (2000-01 with 2001-02). Then queries isolated personnel employed during the previous year (2000-01) who did not return at the start of the current school year (2001-02) to a Kansas special education position. Finally, the data were sorted following several routines to obtain specific counts. The data reported were headcount statistics not full time equivalent (FTE) counts. For

example, if two half-time speech therapists left, they were counted as two leavers for this report.

The report used the terms leavers, stayers, and movers to describe personnel. A leaver was an individual employed in special education in 2000-01 who did not return to special education in Kansas for the 2001-02 school year. A stayer was an individual who taught in special education in 2000-01 and returned to special education for the 2001-02 school year. A mover was a stayer who was employed in special education in Kansas for one district in 2000-01 and returned to a special education position for 2001-02, but with a different district.

Results

Table 1 summarizes the attrition status of all certified special education personnel including all categories of teachers and support personnel, for the years of 1977 through 2001. When school started for the 2001-02 school year, 844 of the 7,618 personnel (11.1%) employed during 2000-01 did not return to special education employment in Kansas. The attrition rate of 11.1% was an increase from the 10.1% rate for the previous year. The attrition rate for current year is the second year in a row of double-digit attrition after twelve consecutive years of single-digit attrition. In addition, 844 leavers was the largest number for all years of this report, surpassing last year's record of 754 by 90 individuals. The attrition rate of 11.1% for 2000-01 was still less than the rates in the 1970s and early 1980s when the rates were usually above 12%, and reached a high of 17.5% in 1978-79. Table 1 also documents the annual increase in the headcount of special education personnel with the exception of the 1987-88 school year. The number of

personnel increased from 2,460 personnel in 1976-77 to 7,618 personnel employed for the 2000-01 school year, a change of 310%.

Table 2 displays the categorical attrition data for the 2000-01 school year for all special education personnel categories in decreasing order of attrition. The range was from 61.5% to 0% attrition for the categories. The highest rates were for categories with small numbers of personnel employed and should be interpreted with caution. For the largest teaching categories the attrition rates were as follows: Learning Disabled 14.4%, Interrelated 10.8%, Gifted 10.8%, Behavior Disorders 10.5%, and Mental Retardation 9.9 %, For the largest support services categories the attrition rates were: Nurses 12.8%, Social Work 12.0%, Speech and Language 8.7%, and School Psychology 8.4%.

To build Tables 3 and 4, the data in Table 2 were sorted to isolate teaching personnel from support personnel. Table 3 reports the attrition data for personnel who were teachers and Table 4 reports the data for support services personnel. The total attrition for teaching personnel (11.2%) was greater than the rate for support personnel (10.8%).

Table 5 provides a historical summary of the total employment and attrition data summarized for all categories for all years from 1976 through 2001. To interpret the table, examine the entry for the category of Learning Disabled (about half way down the table). The Learning Disability category has had 16,942 teachers employed from 1976 to 2001. A total of 1,880 teachers employed in the Learning Disabled category have left, for an attrition rate of 11.1% for all the years. The total attrition rate for all of the categories from 1976 to 2001 was 10.8% per cent. In comparing Tables 3, 4, and 5, the reader needs to

know that over the years the Kansas State Department of Education has combined or changed the names of some categories. Some categories listed in Table 5 are no longer used by the KSDE. Therefore, some categories that appear in Table 5, a summary table for all years, are not found in the specific tables for the 2000-01 data.

Table 6 would help answer the question if larger districts have greater or lesser attrition than smaller districts. The table presents the attrition data organized by the total number of special education personnel employed by the district. Personnel size refers to the number of special education personnel employed, not total personnel counting the general education personnel. The three sizes used to categorize districts were 100 personnel and above for large districts, 11 to 99 personnel for medium districts, and 10 personnel and below for small districts. The highest rate (11.4%) was with the 51 medium-sized districts. The 24 largest districts, which employed 5,171 of the 7,618 personnel, or 68% of the total, had an attrition rate of 11%. As a group, the smallest districts had only 11 leavers out of the total of 844 leavers. The small school districts not only are typically members of an interlocal or cooperative district but also they hire additional teachers above their allotment from the cooperative to meet specific local needs. The data in Table 6 vary from year to year. Last year, the small districts had the highest attrition rate and the medium districts the smallest attrition rate.

Table 7 shows the attrition rates for urban districts and rural districts. An urban district was defined as any district found primarily in one of four largest counties: Sedgwick, Shawnee, Johnson, or Wyandotte. This included 28 school districts. The remaining school districts (98) in the other 101 counties were defined as rural districts.

Because of cooperatives and interlocals, not all of the 304 school districts employ special education personnel. The urban districts had an attrition rate of 10.6% versus the rural districts' attrition rate of 11.5%. Last year, the order was reversed.

Table 8 displays the data arranged by the type of administrative organizational plan of the district. The attrition rates ranged from 11.4% for interlocals, 10.5% for cooperatives, 11.6% for single districts, and 8.2% for the Other category. Cooperatives and interlocals are terms used to describe groups of school districts that have legally joined to provide services. An essential difference between the two is how they are governed. An interlocal establishes its own governing board and functions independently, but it cannot levy direct property taxes. A cooperative is governed by one sponsoring district. A single district refers to those school districts that provide for essentially all of their special education needs with their own personnel. Single districts would include those such as Wichita, Shawnee Mission, Eureka, and Fort Scott. The Other category accounts for the few personnel who do not fit conveniently in one of the groups. They are typically districts that belong to a cooperative or interlocal that wanted to employ additional personnel above an allotted share to provide for a specific local need.

Table 9 reports attrition by geographic regions of the state. A map of the state is provided in the Appendix to locate the regions. As in previous years, it was difficult to detect any patterns in analyzing the nine attrition rates for the geographic areas.

Attrition rates of the individual school districts

Attrition rates were calculated for the school districts in Kansas. Only the large districts (special education personnel greater than 99) and the medium-sized districts

(special education personnel less than 100 and greater than 10) were included in the analysis. Table 10 presents the attrition rates in order of the school district USD number. Table 11 contains the same data for the school districts, organized in order of attrition rates from highest to lowest. The attrition rates for districts ranged from 30% to 0% for the 2000-01 academic year, similar to the range for the 1999-2000 school year range of 27% to 0%. The district number and name of each district included in Tables 10 and 11 are listed in the Appendix.

Tables 12, 13, 14, and 15 are summary tables of annual attrition since 1976 for seventeen of the special education categories with the most personnel. Table 12, for example, has the number employed, the number of leavers, and the attrition rates for each of the 25 years for mental retardation, behavior disabilities, learning disabilities, interrelated, and gifted. Each of Tables 12 through 15 can be studied to verify changes in practice and philosophy over the years. For example, in Table 12, the number of teachers in the category of mental retardation has fallen from 714 in 1979 to 283 in 2001. In 1977, there were 513 teachers in the category of Learning Disabilities, it grew to 916 in 1987, and has declined to 402 in 2001. However, more than taking up the declines in the traditional categories, the Interrelated category grew from 132 in 1977 to 2445 in 2001.

In Table 12, two of the categories, Mental Retardation and Interrelated have had different names over the years. Mental Retardation used to have two subcategories, Educable Mental Retardation (also known in Kansas as semi-independent), and Trainable Mental Retardation (also known as semi-dependent), which were combined in 1997 to form the current category of Mental Retardation. The data for all of the names used to describe

mental retardation were combined under the one category of Mental Retardation for Table 12. Likewise, Interrelated used to have seven subcategories such as Interrelated LD-BD-MR. These subcategories were dropped in 1995, resulting in the current Interrelated category. The data for all years for the various different Interrelated categories are included under the Interrelated label.

In Table 13, the rise of early childhood special education programs beginning in the 1980s can be measured by the 19 teachers employed in the category in 1980 to 470 in 2001.

Table 14 shows the increase in the use of psychologists, social workers, counselors and administrators from 1977 to 2001 as the number of programs and identified children increased.

Table 15, for speech and language therapists, occupational therapists, physical therapists, and nurses shows the increased use of support personnel needed to meet the total needs of the students who were placed in special programs.

A Study of Movers

Leavers is the term used to describe those who do not return from one year to the next to special education. Stayers remain in special education with the same district from one year to the next. Movers is a special category of stayers. Movers are personnel who returned the following year to a special education position in Kansas, but they switched districts. With 7,618 personnel employed during the 2000-01 school year, 263 movers switched to different districts in 2001-02, for a rate of 3.4%. The size of the count for each category, the number employed for each category and the percent of movers who made up

that category are reported in Table 16. The categories are listed in alphabetical order. The categories that had no movers are not included. In addition, some personnel in USD 635 merged with USD 605 and USD 325 changed the LEA sponsor to USD 636. None of these personnel was counted as a mover, except for a few who did move to other districts.

Summary

There were more personnel employed in special education during the 2000-01 school year than at any previous time. From the 7,618 personnel employed during 2000-01 school year, 844 personnel did not return to special education for the 2001-02 school year, for an attrition rate of 11.1%. For the individual school districts, attrition rates ranged from 30% to 0%. In addition to the 844 personnel who left, 263 personnel stayed in special education but moved to different districts.

Typical reasons for attrition have been identified in the literature. They include a lack of administrative support, limited support personnel, paper work, not enough time 2001-2002in a day to get the work done, and burnout. The reasons for higher than average attrition need to be identified in specific districts. Studies could then determine if the causes of attrition can be lessened so that districts could continue to employ more of their experienced personnel.

Table 1. Special education annual attrition rates for 1976-77 through 2000-2001

Year	Personnel Employed	Leavers the Next Year	Percent Leavers
1976-77	2460	373	15.2
1977-78	2894	479	16.6
1978-79	3272	573	17.5
1979-80	3551	573	16.1
1980-81	3955	601	15.2
1981-82	4110	458	11.1
1982-83	4329	545	12.6
1983-84	4400	649	14.7
1984-85	4533	681	15.0
1985-86	4660	495	10.6
1986-87	4798	561	11.7
1987-88	4774	468	9.8
1988-89	4977	485	9.7
1989-90	5223	402	7.7
1990-91	5469	504	9.2
1991-92	5507	495	9.0
1992-93	5919	531	9.0
1993-94	6058	537	8.9
1994-95	6085	563	9.3
1995-96	6607	572	8.7
1996-97	6667	510	7.6
1997-98	6740	631	9.4
1998-99	7138	706	9.9
1999-00	7427	754	10.1
2000-01	7618	844	11.1

Interpretation: During the 2000-01 school year 7618 personnel were employed in special education; 844 personnel did not return in special education for the 2001-02 school year, for an attrition rate of 11.1%.

Table 2. Special education attrition for all special education personnel by category: 2000-01 to 2001-02.

Category	Personnel Employed in 2000-01	Leavers in 2001-02	Percent Leavers
Homebound	26	16	61.5
Art Therapy	4	1	25.0
Infant/Toddler	22	4	18.2
Counselors	134	22	16.4
Physical Therapy	126	20	15.9
Integration Specialist	53	8	15.1
Hearing Impaired	74	11	14.9
Learning Disabled	402	58	14.4
Educational Interpreter	70	10	14.3
Occupational Therapy	220	29	13.2
Nurse	343	44	12.8
Special Ed. Administration	103	13	12.6
Assistive Technology	8	1	12.5
Adapted PE	65	8	12.3
Social Work	309	37	12.0
Vocational Special Needs	78	9	11.5
Personnel Development	9	1	11.1
Interrelated	2445	265	10.8
Gifted	472	51	10.8
Severe/Multiple Disabilities	66	7	10.6
Behavior Disorders	334	35	10.5
Mental Retardation	283	28	9.9
Early Childhood	470	45	9.6
Work Study	22	2	9.1
Speech/Language	768	67	8.7
School Psychology	513	43	8.4
Audiology	24	2	8.3
SEIMC (Material Centers)	17	1	5.9
Supervisor	61	3	4.9
Visually Impaired	41	2	4.9
Transition Services	25	1	4.0
Music Therapy	15	0	0.0
Physically Impaired	5	0	0.0
Diagnostic Teacher	3	0	0.0
Registered Dietician	3	0	0.0
Recreation Therapy	2	0	0.0
Program Evaluation	2	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total	7618	844	11.1

Table 3. Attrition for special education teaching personnel: 2000-01 to 2001-02

Category	Teaching Personnel Employed 2000-01	Teaching Personnel Leavers 2001-02	Percent Leavers
Homebound	26	16	61.5
Infant/Toddler	22	4	18.2
Hearing Impaired	74	11	14.9
Learning Disabled	402	58	14.4
Adapted PE	65	8	12.3
Vocational Special Needs	78	9	11.5
Interrelated	2445	265	10.8
Gifted	472	51	10.8
Severe/Multiple Disabilities	66	7	10.6
Behavior Disorders	334	35	10.5
Mental Retardation	283	28	9.9
Early Childhood	470	45	9.6
Work Study	22	2	9.1
Visually Impaired	41	2	4.9
Physically Impaired	5	0	0.0
Diagnostic Teacher	3	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total	4809	541	11.2

Table 4. Attrition for special education support personnel: 2000-01 to 2001-02

Category	Support Personnel Employed 2000-01	Support Personnel Leavers 2001-02	Percent Leavers
Art Therapy	4	1	25.0
Counselors	134	22	16.4
Physical Therapy	126	20	15.9
Integration Specialist	53	8	15.1
Educational Interpreter	70	10	14.3
Occupational Therapy	220	29	13.2
Nurse	343	44	12.8
Special Ed. Administration	103	13	12.6
Assistive Technology	8	1	12.5
Social Work	309	37	12.0
Personnel Development	9	1	11.1
Speech/Language	768	67	8.7
School Psychology	513	43	8.4
Audiology	24	2	8.3
SEIMC (Material Centers)	17	1	5.9
Supervisor	61	3	4.9
Transition Services	25	1	4.0
Music Therapy	15	0	0.0
Registered Dietician	3	0	0.0
Recreation Therapy	2	0	0.0
Program Evaluation	2	0	0.0
Total	2809	303	10.8

Table 5. Summary of special education personnel attrition by category for 1976-77 to 2000-01

Category	1976 to 2000 Employed	1976 to 2001 Leavers	Percent Leavers
Dance/Movement Therapy	3	1	33.3
Recreation Therapy	10	3	30.0
Orientation/Mobility Specialist	14	4	28.6
Other	698	173	24.8
Interrelated BD/EMR	18	4	22.2
Homebound	810	171	21.1
Art Therapy	42	7	16.7
Counselors	1322	212	16.0
Program Evaluation	25	4	16.0
Interrelated	3338	528	15.8
Vocational Special Needs	314	48	15.3
Physical Therapy	1651	251	15.2
Personnel Development	70	10	14.3
Behavior Disorders	9928	1317	13.3
Educational Interpreter	304	40	13.2
Educable MR	7318	959	13.1
Hearing Impaired	1773	232	13.1
Occupational Therapy	2349	307	13.1
Severe/Multiple Disabilities	2092	269	12.9
Trainable MR	2672	333	12.5
Nurse	3254	402	12.4
Special Needs	653	74	11.3
Learning Disabled	16942	1880	11.1
Adapted PE	924	102	11.0
Gifted	9393	1004	10.7

Category	1976 to 2000 Employed	1976 to 2001 Leavers	Percent Leavers
Mental Retardation	1409	144	10.2
Infant/Toddler	246	25	10.2
Speech/Language	12933	1311	10.1
SEIMC (Material Centers)	624	63	10.1
Audiology	476	48	10.1
Integration Specialist	401	40	10.0
Music Therapy	243	24	9.9
Interrelated TMR/SMH	281	27	9.6
Interrelated LD/EMR/BD	3427	320	9.3
Interrelated EMR/TMR	482	45	9.3
Interrelated Other	15901	1453	9.1
Social Work	4056	365	9.0
Early Childhood Sp. Ed.	4867	431	8.9
School Psychology	9436	752	8.0
Interrelated LD/EMR	2106	164	7.8
Visually Impaired	789	61	7.7
Special Ed. Administration	2399	183	7.6
Interrelated LD/BD	1156	86	7.4
Work Study	423	30	7.1
Physically Impaired	321	21	6.5
Assistive Technology	62	4	6.5
Supervisor	840	45	5.4
Transition Services	170	7	4.1
Diagnostic Teacher	195	6	3.1
Registered Dietician	6	0	0.0
Total	129166	13990	10.8

Table 6. Special education attrition for large districts, medium districts, and small districts: 2000-01 to 2001-02

District Size	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
Large Districts	24	5171	571	11.0
Medium Districts	51	2306	262	11.4
Small Districts	51	141	11	7.8
TOTAL	126	7618	844	11.1

Definitions: A large district has 100 or more special education personnel.

A medium district has 11 to 99 special education personnel.

A small district has 10 or less special education personnel.

Table 7. Special education attrition for urban districts and rural districts: 2000-01 to 2001-2002

District Location	Number of Districts	Personnel Employed 2000-2001	2001-2002 Leavers	Percent Leavers
Urban	28	3495	371	10.6
Rural	98	4123	473	11.5
Total	126	7618	844	11.1

Definition of district location: An urban district was operationally defined as any district located primarily in one of four counties: Sedgwick, Shawnee, Johnson, or Wyandotte. Districts in the other 101 counties were operationally defined as rural districts. There are 304 school districts, but because of cooperatives and other administrative arrangements, not all offer special education services.

Table 8. Special education attrition by type of administrative plan: 2000-01 to 2001-02

Administrative Plan	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
Interlocal	19	1559	178	11.4
Cooperative	27	2893	303	10.5
Single district	35	2996	349	11.6
Other	45	170	14	8.2
Total	126	7618	844	11.1

Table 9. Special education attrition by geographic region of the state: 2000-01 to 2001-02

	Geographic Region	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
1	Northwest	18	295	24	8.1
2	Southwest	16	511	69	13.5
3	North Central	11	490	61	12.4
4	South Central	21	829	98	11.8
5	Sedgwick County	11	1239	133	10.7
6	Northeast	13	661	97	14.7
7	Wyandotte and Johnson Counties	9	1763	191	10.8
8	East Central	14	1179	111	9.4
9	Southeast	13	651	60	9.2
Total		126	7618	844	11.1

See the map for the geographic regions.

Table 10. Special education attrition for 2000-2001 to 2001-2002 by order of school district number for districts employing 10 or more special education personnel

USD	Employed in 2000-2001	Leavers in 2001-2002	Percent Leavers
202	66	6	9
229	220	23	10
230	26	4	15
231	45	8	18
232	60	10	17
233	342	34	10
234	19	1	5
244	20	4	20
250	140	11	8
253	137	16	12
259	860	88	10
260	96	10	10
261	56	6	11
263	17	0	0
273	40	4	10
282	25	0	0
290	32	0	0
305	200	19	10
308	66	8	12
315	13	0	0
320	46	8	17
321	29	2	7
325	74	2	3
330	16	3	19
333	53	7	13
336	51	4	8
345	58	8	14
352	10	0	0
353	30	4	13
364	17	2	12
368	100	7	7
372	12	0	0
373	77	12	16
379	58	5	9
382	11	0	0
383	106	16	15
389	17	0	0
405	39	5	13

USD	Employed in 2000-2001	Leavers in 2001-2002	Percent Leavers
407	26	6	23
409	33	5	15
418	82	7	9
428	61	3	5
437	93	10	11
442	21	4	19
443	15	2	13
450	47	2	4
453	197	35	18
457	103	17	17
465	93	15	16
475	107	19	18
480	39	7	18
489	87	11	13
490	148	21	14
495	50	3	6
497	215	28	13
500	401	40	10
501	329	24	7
512	499	60	12
602	62	7	11
603	120	4	3
605	103	9	9
607	120	16	13
608	98	11	11
609	172	23	13
610	104	6	6
611	116	12	10
613	134	15	11
614	68	7	10
615	30	2	7
616	29	8	28
617	52	6	12
618	198	28	14
619	44	6	14
620	66	6	9
628	23	7	30
635	18	4	22

Table 11. Attrition for 2000-21 to 2001-02 in order of attrition rate for districts employing 10 or more special education personnel

USD	Employed in 2000-01	Leavers in 2001-02	Percent Leavers
628	23	7	30
616	29	8	28
407	26	6	23
635	18	4	22
244	20	4	20
442	21	4	19
330	16	3	19
480	39	7	18
231	45	8	18
453	197	35	18
475	107	19	18
320	46	8	17
232	60	10	17
457	103	17	17
465	93	15	16
373	77	12	16
230	26	4	15
409	33	5	15
383	106	16	15
490	148	21	14
618	198	28	14
345	58	8	14
619	44	6	14
609	172	23	13
607	120	16	13
353	30	4	13
443	15	2	13
333	53	7	13
497	215	28	13
405	39	5	13
489	87	11	13
308	66	8	12
512	499	60	12
364	17	2	12
253	137	16	12
617	52	6	12
602	62	7	11
608	98	11	11
613	134	15	11

437	93	10	11
261	56	6	11
229	220	23	10
260	96	10	10
611	116	12	10
614	68	7	10
259	860	88	10
273	40	4	10
500	401	40	10
233	342	34	10
305	200	19	10
202	66	6	9
620	66	6	9
605	103	9	9
379	58	5	9
418	82	7	9
250	140	11	8
336	51	4	8
501	329	24	7
368	100	7	7
321	29	2	7
615	30	2	7
495	50	3	6
610	104	6	6
234	19	1	5
428	61	3	5
450	47	2	4
603	120	4	3
325	74	2	3
290	32	0	0
282	25	0	0
263	17	0	0
389	17	0	0
315	13	0	0
372	12	0	0
382	11	0	0
352	10	0	0

Table 12. Annual Attrition Rates for Personnel in Mental Retardation, Behavior Disability, Learning Disability, Interrelated, and Gifted: 1976 to 2001

	Behavior Disorder			Mental Retardation			Learning Disability			Interrelated			Gifted		
Year	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	195	32	16.4	710	112	15.8	513	84	16.4	132	22	16.7	66	15	22.7
1978	260	52	20.0	707	118	16.7	594	94	15.8	192	35	18.2	94	14	14.9
1979	295	73	24.7	714	109	15.3	684	105	15.4	245	56	22.9	159	24	15.1
1980	336	53	15.8	675	118	17.5	768	116	15.1	317	52	16.4	209	33	15.8
1981	386	68	17.6	641	96	15.0	826	108	13.1	389	59	15.2	312	53	17.0
1982	399	52	13.0	600	71	11.8	824	80	9.7	461	59	12.8	346	39	11.3
1983	429	73	17.0	583	65	11.1	872	118	13.5	497	72	14.5	354	44	12.4
1984	445	65	14.6	572	87	15.2	867	110	12.7	513	95	18.5	382	48	12.6
1985	453	71	15.7	533	85	15.9	887	121	13.6	592	78	13.2	406	74	18.2
1986	466	68	14.6	524	59	11.3	910	84	9.2	606	73	12.0	407	35	8.6
1987	466	72	15.5	492	62	12.6	916	113	12.3	622	64	10.3	430	46	10.7
1988	451	63	14.0	460	47	10.2	875	82	9.4	654	51	7.8	423	40	9.5
1989	460	50	10.9	456	57	12.5	844	78	9.2	746	72	9.7	426	40	9.4
1990	492	58	11.8	439	31	7.1	845	61	7.2	799	55	6.9	439	35	8.0
1991	515	52	10.1	426	40	9.4	824	61	7.4	901	76	8.4	460	50	10.9
1992	481	53	11.0	375	32	8.5	762	67	8.8	1066	76	7.1	436	42	9.6
1993	471	47	10.0	351	36	10.3	679	66	9.7	1298	100	7.7	446	32	7.2
1994	370	37	10.0	255	18	7.1	498	44	8.8	1759	152	8.6	452	46	10.2
1995	346	34	9.8	239	22	9.2	464	37	8.0	1839	152	8.3	439	41	9.3
1996	382	34	8.9	238	27	11.3	455	38	8.4	2002	164	8.2	452	37	8.2
1997	374	37	9.9	245	20	8.2	428	27	6.3	2039	167	8.2	452	38	8.4
1998	380	49	12.9	291	27	9.3	399	37	9.3	2077	189	9.1	426	35	8.2
1999	377	47	12.5	299	36	12.0	408	46	11.3	2215	219	9.9	440	37	8.4
2000	365	42	11.5	291	33	11.3	398	45	11.3	2303	224	9.7	465	55	11.8
2001	334	35	10.5	283	28	9.9	402	58	14.4	2445	265	10.8	472	51	10.8
Total	9928	1317	13.3	11399	1436	12.6	16942	1880	11.1	26709	2627	9.8	9393	1004	10.7

Table 13. Annual Attrition Rates for Personnel in Early Childhood, hearing Impaired, Visually Impaired, and Severe/Multiple Disabilities:1976 to 2001

	Early Childhood			Hearing Impaired			Vision Impaired			Severe/Multiple Disabilities		
Year	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	0	0	0.0	49	7	14.3	17	1	5.9	31	7	22.6
1978	0	0	0.0	53	8	15.1	21	2	9.5	64	13	20.3
1979	0	0	0.0	58	13	22.4	26	5	19.2	80	26	32.5
1980	19	6	31.6	57	9	15.8	28	4	14.3	90	23	25.6
1981	45	15	33.3	67	7	10.4	27	5	18.5	86	17	19.8
1982	54	7	13.0	69	7	10.1	28	1	3.6	104	10	9.6
1983	66	13	19.7	67	11	16.4	29	3	10.3	105	11	10.5
1984	66	4	6.1	67	14	20.9	27	4	14.8	100	18	18.0
1985	80	21	26.3	65	7	10.8	28	6	21.4	104	21	20.2
1986	80	6	7.5	67	10	14.9	28	2	7.1	101	14	13.9
1987	106	12	11.3	69	13	18.8	27	1	3.7	98	13	13.3
1988	113	10	8.8	68	7	10.3	31	0	0.0	91	9	9.9
1989	152	16	10.5	81	13	16.0	32	3	9.4	99	9	9.1
1990	185	15	8.1	76	5	6.6	32	0	0.0	96	4	4.2
1991	223	17	7.6	79	10	12.7	35	3	8.6	91	10	11.0
1992	259	18	6.9	77	8	10.4	34		2.9	82	6	7.3
1993	298	17	5.7	83	11	13.3	33	2	6.1	83	8	9.6
1994	297	23	7.7	80	10	12.5	31	2	6.5	82	7	8.5
1995	315	32	10.2	77	11	14.3	36	1	5.6	75	8	10.7
1996	352	20	5.7	81	12	14.8	39	2	5.1	69	7	10.1
1997	379	18	4.7	82	8	9.8	39	1	2.6	71	2	2.8
1998	410	40	9.8	80	13	16.3	38	2	5.3	75	4	5.3
1999	438	34	7.8	71	3	4.2	40	2	5.0	75	7	9.3
2000	460	42	9.1	76	4	5.3	42	5	11.9	74	8	10.8
2001	470	45	9.6	74	11	14.9	41	2	4.9	66	7	10.6
Total	4867	431	8.9	1773	232	13.1	789	61	7.7	2092	269	12.9

Table 14. Annual Attrition Rates for Personnel in School Psychology, Social Work, Counselors, and Administrators: 1976 to 2001

	School Psychology			Social Work			Special Education Counselor			Special Education Administration		
Year	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	217	22	10.1	41	6	14.6	0	0	0.0	64	4	6.3
1978	250	36	14.4	60	12	20.0	0	0	0.0	76	5	6.6
1979	262	27	10.3	71	12	16.9	0	0	0.0	77	5	6.5
1980	275	30	10.9	88	20	22.7	6	2	33.3	81	7	8.6
1981	307	38	12.4	92	14	15.2	8	0	0.0	81	9	11.1
1982	322	20	6.2	99	12	12.1	17	1	5.9	83	5	6.0
1983	345	30	8.7	97	6	6.2	19	5	26.3	89	6	6.7
1984	347	53	15.3	102	8	7.8	21	0	0.0	91	7	7.7
1985	347	48	13.8	111	10	9.0	28	4	14.3	97	4	4.1
1986	348	21	6.0	122	10	8.2	35	6	17.1	112	16	14.3
1987	354	23	6.5	118	11	9.3	34	12	35.3	107	10	9.3
1988	357	23	6.4	122	8	6.6	29	9	31.0	100	14	14.0
1989	358	20	5.6	141	8	5.7	33	8	24.2	104	11	10.6
1990	371	22	5.9	179	20	11.2	35	5	14.3	104	4	3.8
1991	393	32	8.1	197	13	6.6	40	5	12.5	111	7	6.3
1992	393	22	5.6	200	21	10.5	43	4	9.3	110	10	9.1
1993	416	26	6.3	211	18	8.5	87	23	26.4	108	8	7.4
1994	428	26	6.1	214	16	7.5	94	19	20.2	106	8	7.5
1995	432	23	5.3	210	17	8.1	102	16	15.7	104	4	3.8
1996	460	26	5.7	237	20	8.4	105	14	13.3	100	4	4.0
1997	471	24	5.1	222	13	5.9	101	17	16.8	97	6	6.2
1998	470	26	5.5	240	9	3.8	108	10	9.3	97	9	9.3
1999	495	44	8.9	272	22	8.1	118	15	12.7	95	4	4.2
2000	505	47	9.3	301	22	7.3	125	15	12.0	102	3	2.9
2001	513	43	8.4	309	37	12.0	134	22	16.4	103	13	12.6
Total	9436	752	8.0	4056	365	9.0	1322	212	16.0	2399	183	7.6

Table 15. Annual Attrition Rates for Personnel in Speech/Language, Occupational Therapy, Physical Therapy and Special Education Nurse:1976 to 2001

	Speech/Language			Occupational Therapy			Physical Therapy			Special Education Nurse		
Year	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	308	43	14.0	0	0	0.0	0	0	0.0	0	0	0.0
1978	339	50	14.7	0	0	0.0	0	0	0.0	0	0	0.0
1979	364	60	16.5	0	0	0.0	0	0	0.0	0	0	0.0
1980	367	59	16.1	17	3	17.6	9	2	22.2	36	3	8.3
1981	401	56	14.0	33	8	24.2	29	6	20.7	58	10	17.2
1982	407	42	10.3	46	8	17.4	36	10	27.8	62	7	11.3
1983	432	41	9.5	53	10	18.9	46	7	15.2	71	9	12.7
1984	451	70	15.5	59	12	20.3	45	13	28.9	72	10	13.9
1985	464	81	17.5	61	11	18.0	43	6	14.0	79	9	11.4
1986	462	30	6.5	70	9	12.9	47	5	10.6	81	8	9.9
1987	477	55	11.5	81	9	11.1	59	8	13.6	86	11	12.8
1988	478	40	8.4	85	11	12.9	77	10	13.0	93	12	12.9
1989	505	46	9.1	98	11	11.2	79	12	15.2	85	8	9.4
1990	522	40	7 7	102	11	10.8	81	13	16.0	116	6	5.2
1991	542	57	10.5	108	18	16.7	81	8	9.9	124	16	12.9
1992	551	47	8.5	109	13	11.9	84	19	22.6	139	24	17.3
1993	570	42	7.4	120	17	14.2	81	12	14.8	162	20	12.3
1994	591	51	8.6	123	16	13.0	90	13	14.4	167	18	10.8
1995	585	51	8.7	125	25	20.0	89	16	18.0	174	34	19.5
1996	622	43	6.9	148	21	14.2	103	20	19.4	203	24	11.8
1997	631	39	6.2	161	12	7.5	117	11	9.4	226	20	8.8
1998	652	62	9.5	150	13	8.7	97	9	9.3	255	38	14.9
1999	700	59	8.4	178	20	11.2	114	17	14.9	299	40	13.4
2000	744	80	10.8	202	20	9.9	118	14	11.9	323	31	9.6
2001	768	67	8.7	220	29	13.2	126	20	15.9	343	44	12.8
Total	12933	1311	10.1	2349	307	13.1	1651	251	15.2	3254	402	12.4

Table 16. Personnel employed in 2000-01 who moved to a new district in 2001-02, listed by the employment category in 2000-01.

Category	Total Employed in 2000-01	Moved to New District in 2001-02	Percent Movers
Behavior Disorders	334	13	3.9
Early Childhood	470	17	3.6
Educational Interpreter	70	3	4.3
Gifted	472	12	2.5
Hearing Impaired	74	3	4.1
Homebound	26	1	3.8
Integration Specialist	53	1	1.9
Interrelated	2445	107	4.4
Learning Disabled	402	15	3.7
Mental Retardation	283	7	2.5
Music Therapy	15	1	6.7
Nurse	343	4	1.2
Occupational Therapy	220	7	3.2
Physical Therapy	126	4	3.2
School Psychology	513	21	4.1
Severe/Multiple Disabilities	66	3	4.5
Social Work	309	4	1.3
Special Education Administration	103	7	6.8
Speech/Language	768	26	3.4
Supervisor	61	4	6.6
Transition Services	25	1	4.0
Vocational Special Needs	78	1	1.3
Work Study	22	1	4.5
Total	7618	263	3.4

Interpretation of the first line: At the end of 2000-01 school year, 13 of the personnel employed in the Behavior Disorders category moved from one district in Kansas to another at the beginning of the 2001-02 school year. The rate (13 movers divided by the 334 personnel employed in 2000-01) was 3.9%. For the state, 263 personnel out of 7618 personnel moved, for a rate of 3.4 %.

Appendix 1. School District Numbers

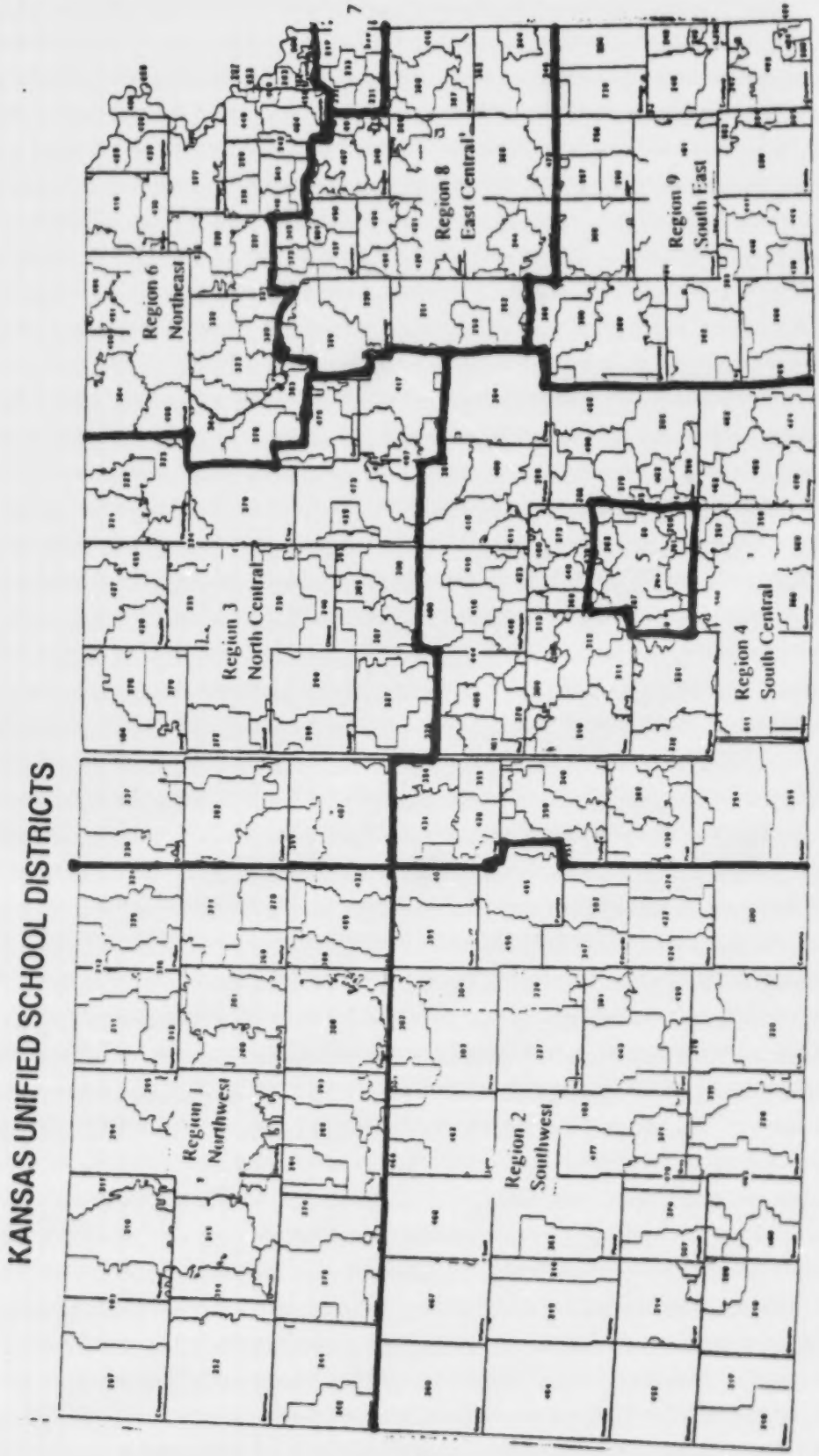
This appendix supports Tables 10 and 11. The table lists the numbers and names of the school districts (including interlocals and cooperatives) in this report. Only distircts employing 11 or more special education personnel a year are included.

202 Turner
229 Blue Valley
230 Spring Hill
231 Gardner-Edgerton-Antioch
232 De Soto
233 Olathe, Comprehensive Special Services Cooperative (CSSC)
234 Fort Scott
244 Burlington, Coffey County Cooperative Program for Special Services
250 Pittsburg
253 Emporia, Flint Hills Special Education Cooperative
259 Wichita
260 Derby
261 Haysville
263 Mulvane
273 Beloit, Special Education Cooperative
282 Howard, Chautauqua and Elk County Special Education Services
290 Derby
305 Salina , Central Kansas Cooperative in Education
308 Hutchison
315 Colby Public Schools
320 Wamego , Special Services Cooperative of Wamego
321 Kaw Valley
325 Phillipsburg, North Central Kansas Special Education Cooperative
330 Wabaunsee East
333 Concordia, USD, Learning Cooperative of North Central Kansas
336 Holton, Holton Special Education Cooperative
345 Seaman
352 Goodland
353 Wellington
364 Marysville, Marshall County Special Education Cooperative
368 Paola, East Central Kansas Special Education Cooperative
372 Silver Lake
373 Newton, Harvey County Special Education Cooperative
379 Clay Center, Twin Lakes Educational Cooperative
382 Pratt
383 Manhattan
389 Eureka
405 Lyons, Rice County Special Services Cooperative
407 Russell County

Appendix 1, continued

409 Atchison County
418 McPherson, McPherson County Special Education Cooperative
428 Great Bend, Barton County Cooperative Program of Special Services
437 Auburn Washburn
442 Nemaha Valley, Marshall-Nemaha County Educational Services
443 Dodge City
450 Shawnee Heights
453 Leavenworth Leavenworth County Special Education Cooperative
457 Garden City
465 Winfield , Cowley County Special Services Cooperative
475 Geary County
480 Liberal
489 Hays, Hays West Central Kansas Special Education Cooperative
490 El Dorado, Butler County School Board Council Special Education Cooperative
495 Larned, Tri-County Special Services Cooperative
497 Lawrence
500 Kansas City Wyandotte Comprehensive Special Education Cooperative
501 Topeka, Shawnee County Special Education Cooperative
512 Shawnee Mission
602 Northwest Kansas Educational Service Center
603 ANW Special Education Cooperative
605 South Central Kansas Special Education Cooperative
607 Tri-County Special Education Cooperative
608 Northeast Kansas Education Service Center
609 Southeast Kansas Education Service Center
610 Reno County Education Cooperative
611 High Plains Educational Cooperative District
613 Southwest Kansas Area Cooperative District
614 East Central Kansas Cooperative in Education
615 Brown County Kansas Special Education Cooperative
616 Doniphan County Education Cooperative
617 Marion County Special Education Cooperative
618 Sedgwick County Area Educational Services Interlocal Cooperative
619 Sumner County Educational Services Interlocal
620 Three Lakes Educational Cooperative
628 South Central Kansas Education Service Center
635 Prairie Hills, Mullinville

Appendix 2
Map of Kansas



U.S. Department of Education

Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Special Education Personnel attrition in Kansas for the Schoolyears of 2000-01 to 2001-02	
Author(s): Paul McKnab	
Corporate Source: Emporia State University	Publication Date: February 21, 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	**Level 2A**	**Level 2B**
↑ ☒	↑ ☐	↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Paul McKnab	Printed Name/Position/Title: Paul McKnab, Professor	
Organization/Address: Emporia State University Emporia, KS 66801	Telephone: 620-341-5821	Fax: 620-341-5801
	E-mail Address: mcknabpa@emporia.edu	Date: 4-15-2002

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
1110 N. Glebe Rd.
Arlington, VA 22201-5704